

Word Study

Struggling Older Readers

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Why do older struggling readers need instruction in multisyllabic word reading?

Why?

Struggling readers often have difficulty reading multisyllabic words.

- Poorly developed word recognition skills are the most pervasive and debilitating source of reading challenges. (Adams, 1990; Perfetti, 1985; Share & Stanovich, 1995)
- Poor decoders, even those who can decode single syllable words, have a difficult time with multisyllabic words. (Just & Carpenter, 1987)

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Struggling older readers have specific challenges when reading long words.

- Poor readers attempt to process long words letter by letter rather than part by part. (Bhattacharya, 2006)
- Poor readers are more likely to mispronounce affixes and vowels and to omit syllables. (Shefelbine & Calhoun, 1991)

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Why?

The number of multisyllabic words significantly increases in the intermediate and secondary grades.

- From fifth grade on, average students encounter approximately 10,000 words a year that they have never previously encountered in print. (Nagy & Andersen, 1984)
- Most of these new words are longer words having two or more syllables. (Cunningham, 1998)

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Why do older struggling readers need instruction in multisyllabic word reading?

- **Directions:** Assume you cannot read multisyllabic words. Read the following passage, deleting the underlined, multisyllabic words. How much would you gain from reading this social studies passage?
- “When explorers from Portugal arrived in Brazil in 1500, as many as 5 million Native Americans lived there. During the 1500s, the Portuguese established large sugar cane plantations in northeastern Brazil. At first they enslaved Native Americans to work on the plantations. Soon, however, many Native Americans died of disease. The plantation owners then turned to Africa for labor. Eventually, Brazil brought over more enslaved Africans than any other North or South American country.”

(From *World Cultures and Geography* (2005), published by McDougal-Littell)

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Break words in decodable parts

Four major approaches to breaking words into decodable “chunks”.

- Precorrections.*** Difficult parts of words are read before the whole word is read.
- Syllable Types.*** Students are taught to identify and pronounce syllable types. Students then read multisyllabic words using knowledge of syllable types.
- Part by Part.*** Parts of words are indicated and students read words, part by part.
- Flexible Strategy.*** Students are taught a flexible strategy for breaking words into decodable parts.

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Precorrections

- Students are taught the pronunciation letter/sound associations and affixes (re, ly)
- When presented with a word such as repeatedly, students pronounce the difficult parts and then read the entire word.

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Corrective Reading: Decoding

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bright easily interesting contained
 distance gigantic although falter
 fifteenth branches approaches flights
 matches floating frightened

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Syllable Types

Syllable Type	Examples	Description of syllable types
Closed	<u>r</u> abbit re <u>j</u> ection	A syllable having a short vowel and ending in a consonant. (VC, CVC, CCVC, CVCC)
Open	<u>t</u> able star <u>v</u> ation	A syllable with a long vowel sound that is spelled with a single vowel letter. (CV, CCV)
Vowel Combinations	<u>c</u> ante <u>e</u> n pro <u>cl</u> aim	A syllable with a vowel combination such as ai, oa, ea, or oi. (CVVC, CCVC, CVVCC)
R-controlled	va <u>p</u> orize su <u>r</u> render	A syllable containing r-controlled vowels such as ar, er, or, ir, ur.
Vowel-Consonant-e	es <u>c</u> ape obso <u>l</u> ete	A syllable with a long vowel sound with a consonant and final e. (VCe, CVCe, CCVCe)
Consonant -le	pu <u>d</u> dle	A final syllable containing a consonant before le.

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Syllable Types

- Students are taught to read syllable types.
- Students then read single-syllable words with syllable types.
- Students then read multisyllabic words with syllable types.
- *Language!* published by Voyager Sopris
- *Wilson Reading* published by Wilson

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Language !

Unit Words				
r-controlled syllables				
after	desert	hard	north	score
are	dirt	harvest	northern	serve
art	distort	her	number	sharp
bar	doctor	herd	observe	short
better	during	horn	occur	sir
bird	enter	horse	or	sister
born	ever	hunger	orbit	start
burn	expert	hurt	order	starve
car	explore	infer	park	store
carpet	far	jar	part	storm
carve	farm	letter	partner	summer
chapter	fern	march	pattern	target
chart	first	mark	pepper	third
church	for	market	per	turn
color	forest	matter	perhaps	under
core	forget	member	permit	verb
corn	forgive	modern	person	verse
corner	form	more	plural	western
correct	garden	morning	rather	whether
current	girl	never	remorse	winter
dark	govern	nor	river	yard

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Wilson Reading Program



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Part by Part

- Words are segmented into decodable parts.
- Students read the parts and blend them into a word.

SIPPS – Challenge Level published by
Developmental Studies Center

REWARDS published by Voyager Sopris

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SIPPS Challenge

SIPPS® Challenge Level

Lesson 18

A	B	C
re.fuse	ten.der.ly	pre.cede
in.side	pur.pose	trum.pet.er
cab.in	hel.met	or.gan.ize
friend.ly	pred.i.cate	pub.li.cize
ex.plore	de.mand	im.age
in.struc.tions	di.rec.tion	mere.ly
in.vite	com.bine	com.pute
sep.a.rate	(verb)	re.flec.tion
	vol.ume	
be.come		chro.mo.some
im.prove	Eu.rope	moth.er.ly
	e.qua.tion	
	(-tion is irreg.)	

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REWARDS Strategy

- **Overt Strategy**

- 1. Circle the prefixes.
- 2. Circle the suffixes.
- 3. Underline the vowels.
- 4. Say the parts of the word.
- 5. Say the whole word.
- 6. Make it a real word.

reconstruction

instruction

unconventionality

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REWARDS Strategy

- **Covert Strategy**

- 1. Look for prefixes, suffixes, and vowels.
- 2. Say the parts of the word.
- 3. Say the whole word.
- 4. Make it a real word.

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REWARDS Strategy

ACTIVITY E: Guided Strategy Practice

- | | | |
|---|---------------|---------------|
| 1 | reinvestigate | instructional |
| 2 | unsuspecting | categorize |
| 3 | contributes | discussion |
| 4 | democratic | combination |
| 5 | perspective | tremendously |

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All classes

Option #1. Segmenting

This word is _____.

What word? _____

Tap and say the parts in the word.

coefficient equilateral quadrilateral

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All classes

Option #2. Part by Part

What part? _____

What part? _____

What part? _____

What word? _____

endoskeleton malleability longitudinal